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ABSTRACT

Occupational areas and coincident student interest in home economics were surveyed in Dade County to provide a basis for future program planning. Surveyed were 11,402 junior and senior high school students enrolled in home and family education courses in May 1972 and 64 employers in home economics related occupations. A series of recommendations was drawn up. Additional Child Care, Guidance and Services programs should be initiated cautiously due to limited employment opportunities. A combined Home Furnishings, Equipment, Services, Clothing Management, Production and Services program would meet both student interest and employer demand for garmet factory sewing machine operators. Student interest in Food Management, Production and Services should be stimulated and programs established. Hiring of cooperative education students should be investigated. Work habits and attitudes should be an important emphasis of all wage earning courses. Results are presented in tabular and textual form. Data Collection procedures and survey instruments (with raw data) are in the appendix. (MS)

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Survey of Student Interest in Home Economics Wage-Earning Programs and Employment Opportunities in Home Economics Related Occupations in Dade County, Florida

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June, 1973

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SURVEY OF STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING PROGRAMS AND EMPLOYMENT OPPORTUNITIES IN HOME ECONOMICS RELATED OCCUPATIONS IN DADE COUNTY, FLORIDA

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INTRODUCTION

As more of the services once provided in the home are being performed by other agencies, the marketability of job skills in the areas of food, clothing, child care, home management and home furnishings services becomes obvious. Within the broad field of Home Economics there is a wide range of subject matter areas. Each of these areas possesses its unique job opportunities accompanied by unique training and equipment needs. There is, in fact, a wider range within the field of Home Economics than between many completely separate vocational subject areas.

Due to the extensive equipment, teacher training and curriculum development needs of these vocational programs, it usually becomes necessary for any given school to specialize in only one or two Home Economics wage-earning programs. The diversity of people and industry located in a large, metropolitan county such as Dade further complicates the situation.

Up to December, 1971, there had been no survey of student interest and job opportunities in occupational areas related to Home Economics in Dade County. The Career Interest Survey of the Dade County Schools conducted in 1970 did not include a listing of Home Economics related careers adequate for program recommendation. Of the fifty-seven careers surveyed, only Food Management and Interior Decorating had any significance for Home Economics.

The "Opportunities for Work in Principal Areas of Florida" chart found in Occupational Information for Florida Schools, Bulletin 70M-1, May 1971, did not include a complete survey of those occupational areas directly related to Home Economics. The greatest omissions were in occupations related to Child Care, Guidance and Services. Teachers' experiences, however, showed this to be an area of high student interest.

The need for current, pertinent information to serve as a basis for recommending future directions for Home Economics wage-earning programs in Dade County Schools was clearly indicated. In January, 1972, with funds provided by a project approved by the State of Florida Department of Education, an investigation to provide this information was initiated. It was presumed that a primary indicator of need in program planning would be the coincidence of student interest and opportunities for employment in positions where prevailing conditions would provide for wage increases and job progression or promotion for qualified employees.

- Which Home Economics occupational preparation programs are most preferred by students?
- To what extent are students interested in taking Home Economics wage-earning courses?
- To what extent are employers willing to consider hiring high school graduates who have successfully completed training programs and/or undergraduates enrolled in cooperative training programs?
- What conditions exist with regard to beginning wages, wage increases, job progression and causes of employee failure in businesses employing persons in Home Economics related occupations?

The report which follows is based on information collected from junior and senior high school students enrolled in a variety of Home and Family Education (Home Economics) courses in May, 1972, and from businesses employing persons in Home Economics related occupations. The information was obtained by the use of questionnaire surveys of the preferences and interests of the students and interest and employment conditions of the employers.

SUMMARY OF RESULTS AND CONCLUSIONS

The information upon which the following statements were based was collected from a sample of 11,402 junior and senior high school students and a sample of 64 employers in the greater Miami area. A detailed presentation of the data has been made in the Results section of this report. The summary of information is presented as a response to each of the questions posed in the Introduction.

WHICH HOME ECONOMICS OCCUPATIONAL PREPARATION PROGRAMS ARE MOST PREFERRED BY STUDENTS?

Slightly more than half of the students preferred Child Care, Guidance and Services; almost one-fourth chose Clothing Management, Production and Services. Of the remaining one-fourth of the students, Food Management, Production and Services was preferred by 11 percent; Home Furnishings, Equipment and Services was preferred by 10 percent; and Institutional and Home Management and Supportive Services was preferred by 3 percent.

TO WHAT EXTENT ARE STUDENTS INTERESTED IN TAKING HOME ECONOMICS WAGE-EARNING COURSES?

The majority of students in the sample of 11,402 expressed interest in taking a Home Economics wage-earning course in the area in which their preference was checked. Rate of interest in courses ranged from 67 percent in Clothing Management, Production and Services to 55 percent in both Home Furnishings, Equipment and Services; and Institutional and Home Management and Supportive Services. Although percentages are in the majority as one proceeds through an alphabetical listing of the courses (the order in which preferences fell) the total number of students involved decreases. By school area, the same patterns are evident.

It was therefore concluded that the level of student interest constitutes a demand throughout the county for certain Home Economics wage-earning courses. If offered, enrollment in Child Care, Guidance and Services would probably be sufficient to warrant establishment of the program. Enrollment in Clothing Management, Production and Services; Food Management, Production and Services; and Home Furnishings, Equipment and Services would possibly be sufficient to warrant establishing these programs. Students probably would not enroll in Institutional and Home Management and Supportive Services in large enough numbers to warrant this course.

TO WHAT EXTENT ARE EMPLOYERS WILLING TO CONSIDER HIRING HIGH SCHOOL GRADUATES WHO HAVE SUCCESSFULLY COMPLETED TRAINING PROGRAMS AND/OR UNDERGRADUATES ENROLLED IN COOPERATIVE TRAINING PROGRAMS?

Eighty-four percent of the employers were willing to consider hiring high school graduates successfully completing wage-earning courses. Occupational areas from which these employees would be considered were Clothing Management, Production and Services (as garment factory sewing machine operators), 20 percent; Food Management, Production and Services, 19 percent; Child Care, Guidance and Services, 10 percent; Institutional and Home Management and Supportive Services, 10 percent; and Home Furnishings, Equipment and Services, 3 percent. Willingness to consider hiring students enrolled in cooperative courses was shown by 39 percent of the employers. Specific areas were not identified.

It was concluded from these data that in the greater Miami area the employment outlook was most favorable for high school graduates successfully completing the courses in Clothing Management, Production and Services (as a garment factory sewing machine operator) and Food Management, Production and Services. Employment possibilities for graduates from other occupational courses and for students in cooperative courses exist on a limited basis.

WHAT CONDITIONS EXIST WITH REGARD TO BEGINNING WAGES, WAGE INCREASES, JOB PROGRESSION AND CAUSES OF EMPLOYEE FAILURE IN BUSINESSES EMPLOYING PERSONS IN HOME ECONOMICS RELATED OCCUPATIONS?

According to the data, most new employees would be started at the existing minimum wage. Increases would come as the result of (1) greater achievement in performance or production or (2) on a periodic automatic basis for satisfactory work. Progression to managerial or supervisory positions could be attained by displaying special skills and talents. Employee failure was most often the result of deficiencies in work habits and/or attitudes rather than inadequate job skills.

It was concluded that once hired, an employee would have opportunities for advancement in job responsibility and wage increases. Failure would be the result of deficiencies in work habits and/or attitudes rather than inadequate job skills.

RECOMMENDATIONS

Home Economics wage-earning courses presently offered in senior high schools in Dade County are listed by geographical area in Table 14. Recommendations for future directions in program planning are based on the presumption stated in the Introduction: a primary indicator of need for programs is the coincidence of student interest and opportunities for employment in positions where prevailing conditions would provide for wage increases and job progression or promotion for qualified employees.

The following recommendations are based on the above presumption and supported by the results of the data and conclusions set forth in other sections of this report.

1. Additional Child Care, Guidance and Services programs should be initiated cautiously due to the limited interest expressed by employers in hiring graduates. Job possibilities in the local school community should be thoroughly investigated.

2. Consideration should be given to the possibility of offering a combined Home Furnishings, Equipment and Services-Clothing Management, Production and Services program. Recommendation of such action takes into account existing student interest in each of these programs which is modified by a more limited demand for employees except as garment factory sewing machine operators.

3. An effort should be made to stimulate student interest in jobs related to Food Management, Production and Services. Individual schools should carefully assess existing student interest in order to determine whether or not sufficient interest already exists to establish this program. If so, steps should be taken to do so.

4. A thorough investigation in the local school community concerning employers' interest in hiring cooperative education students should be conducted before any additional cooperative Home Economics wage-earning courses are initiated.

5. The curriculum for all wage-earning courses should place strong emphasis on positive work habits and attitudes and stress their relationship to job success.

RESULTS

The data set forth in this section of the report were collected by the procedures detailed in Appendix A. Sources of the data were survey instruments completed by a sample of junior and senior high school students and a sample of employers in the greater Miami area. These data were considered supportive of the recommendations made in the previous section of this report.

STUDENT PREFERENCES FOR HOME ECONOMICS RELATED OCCUPATIONAL PROGRAMS

The preferences of students countywide are shown in Table 1. Fifty-two percent preferred the Child Care, Guidance and Services program, 23 percent preferred Clothing Management, Production and Serviees and 11 percent indicated a preference for Food Management, Production and Services. The Home Furnishings, Equipment and Services program was preferred by 10 percent and Institutional and Home Management and Supportive Services was preferred by 3 percent of the student sample.

TABLE 1

STUDENT PREFERENCES FOR HOME ECONOMICS
RELATED OCCUPATIONAL PROGRAMS COUNTYWIDE
(n=11,402)

PROGRAM	NO. STUDENTS	% OF TOTAL
Child Care, Guidance and Services	5,973	52
Clothing Management, Production and Services	2,659	23
Food Management, Production and Services	1,282	11
Home Furnishings, Equipment and Services	1,120	10
Institutional and Home Management and Supportive Services	368	3

Student preferences by school geographical areas are shown in Table 2. One exception to the countywide trend can be noted. In the South Central Area, 7 percent of the student sample preferred Food Management, Production and Services while 11 percent preferred Home Furnishings, Equipment and Services.

TABLE 2

STUDENT PREFERENCES FOR HOME ECONOMICS
RELATED OCCUPATIONAL PROGRAMS BY SCHOOL AREA

PROGRAM	NORTHEAST (n=1802)		NORTHWEST (n=2010)		NORTH CENTRAL (n=1603)		SOUTH CENTRAL (n=2246)		SOUTHWEST (n=2308)		SOUTH AREA (n=1433)		COUNTY TOTALS (n=11402)	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Child Care, Guidance and Services	917	51	1,128	56	796	50	1,250	50	1,170	50	712	50	5,973	52
Clothing Management, Production and Services	388	22	457	23	415	26	549	24	536	23	314	22	2,659	23
Food Management, Production and Services	250	14	188	9	184	11	151	7	293	13	216	15	1,282	11
Home Furnishings, Equipment and Services	179	10	168	8	147	9	239	11	252	11	135	9	1,120	10
Institutional and Home Management and Supportive Services	68	4	69	3	61	4	57	3	57	2	56	4	368	3

STUDENT INTEREST IN COURSES

Two responses were used to ascertain student interest in taking wage-earning courses. The first of these concerned interest in taking a job in the preferred field after high school. The next item requested a response pertaining to interest in taking a course in the preferred field, if such a course were to be offered.

As shown in Table 3, there was an approximate 20 percent increase in the number of students who were interested in taking a related course over the number of students who indicated interest in entering the field after high school. The order of the two questions required the respondents to indicate a choice as to whether or not they might enter the field after high school before information was given (in the following question) that a course might be offered to prepare them to do so. Had the order of these two questions been reversed, the correlation of the two responses may have been higher.

TABLE 3

COUNTYWIDE STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
(n=11,402)

PROGRAM	WOULD ENTER FIELD NO.	PERCENTAGE OF TOTAL	INTERESTED IN RELATED COURSE NO.	PERCENTAGE OF TOTAL	NO. INTERESTED IN COOP COURSE NO.	PERCENTAGE OF TOTAL
Child Care, Guidance and Services	2,588	43	3,827	65	3,492	58
Clothing Management, Production and Services	1,166	45	1,774	67	1,587	60
Food Management, Production and Services	459	36	718	56	667	52
Home Furnishings, Equipment and Services	353	32	612	55	578	48
Institutional and Home Management and Supportive Services	126	34	202	55	185	50

Of the students showing a preference for Child Care, Guidance and Services, 43 percent would enter the field after high school while 67 percent were interested in taking a related course. Fifty-eight percent were interested in taking a related cooperative course.

Responses indicated that 45 percent of the students who preferred Clothing Management, Production and Services would enter the field after high school. While 67 percent were interested in taking a related course and 60 percent were interested in taking a cooperative course.

Students who indicated a preference for Food Management, Production and Services showed an interest in entering the field by a margin of 36 percent while 56 percent were interested in taking a related course. Fifty-two percent of the students preferring this wage-earning area were interested in taking a cooperative course.

Of the students who preferred Home Furnishings, Equipment and Services, 32 percent would enter the field after high school; 55 percent were interested in taking a related course and 48 percent were interested in taking a related cooperative course.

Thirty-four percent of the students who preferred Institutional and Home Management and Supportive Services thought they would enter the field after high school; 55 percent were interested in taking a related course and half were interested in taking a related cooperative course.

Results of responses pertaining to student interest by school areas are shown in Tables 4, 5, 6, 7, 8 and 9.

TABLE 4

STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
NORTHEAST AREA (n = 1802)

PROGRAM	WOULD ENTER FIELD NO.	%	INTERESTED IN RELATED COURSE NO.	%	INTERESTED IN COOPERATIVE COURSE NO.	%
Child Care, Guidance and Services	319	35	536	58	500	55
Clothing Management, Production and Services	130	34	246	63	210	54
Food Management, Production and Services	71	28	120	48	113	45
Home Furnishings, Equipment and Services	54	30	91	50	78	44
Institutional and Home Management and Supportive Services	18	26	33	49	36	53

TABLE 5

STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
NORTHWEST AREA (n = 2010)

PROGRAM	WOULD ENTER FIELD NO.	%	INTERESTED IN RELATED COURSE NO.	%	INTERESTED IN COOPERATIVE COURSE NO.	%
Child Care, Guidance and Services	499	44	738	65	661	59
Clothing Management, Production and Services	204	45	305	67	265	58
Food Management, Production and Services	71	38	110	59	96	51
Home Furnishings, Equipment and Services	51	30	100	60	84	50
Institutional and Home Management and Supportive Services	23	33	38	55	29	42

TABLE 6

STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
NORTH CENTRAL AREA (n = 1603)

PROGRAM	WOULD ENTER FIELD		INTERESTED IN RELATED COURSE		INTERESTED IN COOPERATIVE COURSE	
	NO.	%	NO.	%	NO.	%
Child Care, Guidance and Services	389	49	553	69	515	65
Clothing Management, Production and Services	219	53	297	72	263	63
Food Management, Production and Services	184	11	93	51	117	64
Home Furnishings, Equipment and Services	60	41	94	64	89	61
Institutional and Home Management and Supportive Services	22	36	37	61	38	62

TABLE 7

STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
SOUTH CENTRAL AREA (n = 2246)

PROGRAM	WOULD ENTER FIELD		INTERESTED IN RELATED COURSE		INTERESTED IN COOPERATIVE COURSE	
	NO.	%	NO.	%	NO.	%
Child Care, Guidance and Services	591	47	838	67	766	61
Clothing Management, Production and Services	272	50	371	68	351	64
Food Management, Production and Services	65	43	94	62	76	50
Home Furnishings, Equipment and Services	83	35	143	60	122	51
Institutional and Home Management and Supportive Services	27	47	33	58	31	54

TABLE 8

STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
SOUTHWEST AREA (n = 2308)

PROGRAM	WOULD ENTER FIELD		INTERESTED IN RELATED COURSE		INTERESTED IN COOPERATIVE COURSE	
	NO.	%	NO.	%	NO.	%
Child Care, Guidance and Services	508	43	729	62	669	57
Clothing Management, Production and Services	210	39	348	65	317	59
Food Management, Production and Services	98	33	154	53	162	55
Home Furnishings, Equipment and Services	65	26	130	52	117	46
Institutional and Home Management and Supportive Services	21	37	32	56	28	49

TABLE 9

STUDENT INTEREST IN HOME ECONOMICS WAGE-EARNING COURSES
SOUTH AREA (n = 1433)

PROGRAM	WOULD ENTER FIELD		INTERESTED IN RELATED COURSE		INTERESTED IN COOPERATIVE COURSE	
	NO.	%	NO.	%	NO.	%
Child Care, Guidance and Services	282	40	433	61	381	54
Clothing Management, Production and Services	131	42	207	66	178	57
Food Management, Production and Services	61	28	123	57	109	50
Home Furnishings, Equipment and Services	39	29	54	40	52	39
Institutional and Home Management and Supportive Services	15	27	26	46	23	41

In summary, the order of student preferences for wage-earning programs corresponds to an alphabetical order of the titles of these programs. Over half of the students responding would consider enrolling in a regular or cooperative course in their preferred area.

EMPLOYER INTEREST

Sixty-four businesses employed a total of 8,251 full-time and 807 part-time employees in the categories shown in Table 10. The estimated number of employees to be increased, decreased and/or replaced in the next year is also shown in Table 10. The highest number of full-time employees was in Food Services which claimed over half of the total number. This same category was expected to have the largest number of employees increased and replaced. Sewing Services claimed the second highest number of full-time employees and was expected to increase the second highest number of employees.

TABLE 10

EMPLOYMENT SITUATIONS AND OUTLOOK

CATEGORIES	FULL-TIME	PART-TIME	TOTAL	INCREASED	DECREASED	REPLACED
Management	790	1	791	See "Other" category for these figures		
Supervisory	327	6	333	See "Other" category for these figures		
Sales	142	37	179	See "Other" category for these figures		
Food Management, Production and Services	4,834	530	5,384	568	0	1,165
Child Care Services	118	130	248	62	0	3
Sewing Services	760	0	760	131	2	26
Home Furnishings Services	100	2	102	11	1	3
Home and Institutional Services	346	33	379	0	0	33
Other (Mgt., supervisory, sales, nursing, office maintenance, stockroom, etc.)	834	68	902	472	0	14
Total	8,251	807	9,078	1,244	3	1,244

Responses pertaining to willingness to consider hiring trainees are shown in Table 11. Employers responded with 84 percent willing to consider hiring high school graduates from programs and 39 percent willing to consider hiring students enrolled in high school cooperative training programs.

TABLE 11

EMPLOYERS' INTEREST IN HIRING HOME ECONOMICS GRADUATES AND COOPERATIVE TRAINEES

Question	Response				No Response	
	Yes		No			
	Number	Percentage	Number	Percentage	Number	Percentage
Consider hiring graduate of high school training program?	54	84	10	16	-	-
Consider hiring student of cooperative training program?	25	39	19	30	20	31

Table 12 summarizes the areas of occupational Home Economics from which employers were willing to consider hiring graduate trainees. Since some employers checked more than one area, the total number of responses is greater than that of the positive responses seen in Table 11. Employers checking Clothing Management, Production and Services indicated their employee needs were for industrial sewing machine operators in local garment factories.

TABLE 12

HOME ECONOMICS OCCUPATIONAL COURSES FROM WHICH EMPLOYERS EXPRESSED WILLINGNESS TO CONSIDER HIRING HIGH SCHOOL GRADUATES

Area	Number of Responses	Percentage of Total
Child Care, Guidance and Services	10	16
Clothing Management, Production and Services	20	34
Food Management, Production and Services	19	31
Home Furnishings, Equipment and Services	2	3
Institutional and Home Management and Supportive Services	10	16

WORKING CONDITIONS

The hourly wage employers would be willing to pay newly hired graduates of high school training programs ranged from $1.00 per hour plus tips and meal(s) to $2.50 per hour. The greatest number of employers reported the existing minimum hourly wage ($1.65) as the beginning rate of pay.

Wage increases could be received through several means with the greatest number of responses falling into the following two categories: (1) greater achievement in performance and/or production at the same job and (2) periodic automatic increases for satisfactory work. Eighty-seven percent of the employers reported that their firms considered present employers displaying special skills and talents when choosing supervisory and managerial personnel.

Personal deficiencies most often checked as responsible for failure of the greatest number of employees are shown in Table 13.

TABLE 13

PERSONAL DEFICIENCIES RESPONSIBLE FOR EMPLOYEE FAILURE

Deficiency	Number of Responses	Percentage of Total
Lack of responsibility	22	15
Lack of interest, industry and enthusiasm	31	20
Lack of initiative	20	14
Lack of ability to get along with others	8	5
Inadequate job skills	17	11
Tardiness and absenteeism	23	15
Lack of thoroughness	11	7
Lack of loyalty	5	3
Dishonesty	8	5
Uncooperativeness	7	5

Deficiencies in work habits and attitudes claimed 89 percent of the total number of reasons for employee failure. Inadequate job skills were reported as responsible for 11 percent of the failures of employees.

In summary, employment situations and business growth were greatest in Food Services and as an industrial sewing machine operator in Clothing Services. Employees in businesses of the employer-respondents had opportunities for wage increases and job progression under certain conditions.

APPENDIX A

DATA COLLECTION PROCEDURES

The recommendations for Home Economics wage-earning programs were based upon data provided by two sources and the use of two instruments. See Survey Instruments (with Raw Data), Appendix B.

Summary of Types and Sources of Data

This study is concerned with data collected from a sample of students and employers. The following types of data were collected from this sample:

1. Data on student preferences for and interest in Home Economics wage-earning programs obtained by a questionnaire survey of students enrolled in various Home Economics courses.

2. Data on employment opportunities and job conditions in Home Economics related occupations obtained by a questionnaire survey of employers in these occupational areas.

Selection of Students in the Sample

The source of student-related data for this study was a sample of junior and senior high school students enrolled in various Home Economics courses in May, 1972. The rationale for the selection of the student sample was as follows:

1. Grade levels seven through twelve would be represented.

2. Male and female students would be represented.

3. Students with some previously determined interest in Home Economics courses (those enrolled in elective courses) and no previously determined interest in Home Economics courses (those enrolled in the required comprehensive course) would be represented.

4. Home Economics teachers would be best qualified to present necessary descriptions of wage-earning courses before students responded to the questionnaire.

Selection of Employers in the Sample

The source of employer-related data for this study was a sample of businesses in the greater Miami area that employed people in positions for which Home Economics wage-earning courses train. Selection was made from the Yellow Pages, Greater Miami, Southern Bell Telephone Directory. Information was solicited from nine hundred sixty-nine business establishments.

Survey Instruments

Survey instruments were prepared for each of the two groups. The student questionnaire was prepared in a format suitable for computer use and was designed for marking a selected response. The employer questionnaire was composed of structured responses and limited unstructured responses.

APPENDIX A

DATA COLLECTION PROCEDURES
(Continued)

Survey Procedures

Packets of materials were sent to Home Economics teachers who were asked to have each student enrolled and present on a specified day in every class read and/or listen to descriptions of Home Economics wage-earning courses, ask questions if necessary and then complete the questionnaire. Only completed questionnaires were returned.

Mailings to employers included a cover letter, descriptions of wage-earning courses with typical job titles, a questionnaire and a stamped, self-addressed envelope for return of the completed questionnaire.

Data were provided by eleven thousand four hundred and two student respondents and sixty-four employers.

APPENDIX B

SURVEY INSTRUMENTS (with Raw Data)

PLEASE READ THIS PRIOR TO DATE OF SURVEY!!!

OCCUPATIONAL STUDENT INTEREST SURVEY - HOME AND FAMILY EDUCATION

DIRECTIONS TO THE TEACHER:

1. Date Survey is to be completed: May 31, 1972

2. Materials to be used:
   a. Occupational Course Descriptions (class set)
   b. Questionnaires (one per student)
   c. Extra Number 2 pencils

3. On date above, all students present in each Home and Family Education class in all junior and senior high schools will participate in this Occupational Student Interest Survey. It is not necessary for absent students to complete the Survey at a later date.

4. Direct students to bring a Number 2 pencil to class on date above. Have extra pencils available so that every student can complete the Questionnaire. USE ONLY NUMBER 2 PENCILS.

5. Before class, on date above, write your school number on the board. School numbers appear on the reverse side of this page.

6. At the beginning of the period, distribute the Occupational Course Descriptions. Explain these and answer students' questions. Students should understand descriptions, related jobs, and the cooperative method before Questionnaire is completed. Allow at least 20 minutes for remaining activities (distribution of Questionnaires, instruction of students on procedures, completion of Questionnaire and collection of materials). Any time remaining may be used for further discussion on careers.

7. Distribute Questionnaires.

8. Read the following directions to students; these should be carefully followed:

   a. USE ONLY A NUMBER 2 LEAD PENCIL. Do not fold or crease Questionnaire.

   b. Keep Questionnaire on a hard, flat surface while marking answers.

   c. Print your name on the line indicated.

   d. Indicate the number of Home and Family Education courses you have had. Make a solid black pencil mark within the lines of the box under the appropriate number. Be SURE your MARK does NOT go OUTSIDE of the BOX. If you have taken more than four Home and Family Education courses you should mark the box under the number 4.

   e. Mark the box under the M for male or under the F for female.

   f. In the empty spaces below school number, write in the number that appears on the board. Now make a solid black pencil mark within the lines of the box under the number that corresponds to the number written in each space.

   g. Read each question and its answers. Decide which answer applies to you. Mark the box by the letter of the answer you have chosen.

   h. Try to avoid erasing but, if necessary, erase completely an answer you wish to change. Do not cross out.

   i. Do not rest your pencil point on the Questionnaire while you are thinking about your answers. Do not make any stray marks on your page.

   j. Questions 4 and 5 are about the cooperative method. The description for this is on the reverse side of the page of Occupational Course Descriptions.

9. When students are finished, collect all materials that were distributed. Use class set of Occupational Course Descriptions and extra Number 2 pencils in remaining classes.

10. Questionnaires should be stored carefully on a flat surface. Do not bend, fold, tear or get them wet. Do not use clips or rubber bands. Any irregularities caused by such treatment or items causes computers to reject pages.

11. After all classes have completed the Survey, return all Questionnaires from your school together. Use the protective folder in which they were delivered. It is <u>not</u> necessary to group these by class, grade, etc. It is <u>not</u> necessary to return Occupational Course Descriptions. These may be kept for your future reference.

12. Return Questionnaires by June 2, 1972.

Return Questionnaires to: C-1
Room 207 Annex
Mrs. Martha Lee La Croix, Consultant
K-12 Home and Family Education

SCHOOL NUMBERS TO BE USED:

Junior High Schools

6011	Allapattah	6301	Kennedy, John F.	6701	Palmetto
6031	Brownsville	6331	Kinloch Park	6721	Parkway
6051	Carol City	6371	Lee, Robert E.	6741	Ponce de Leon
6071	Carver, G. W.	6391	Madison	6761	Redland
6091	Citrus Grove	6411	Mann, Horace	6781	Richmond Heights
6111	Cutler Ridge	6431	Mays	6801	Riviera
6141	Drew, Charles R.	6481	Miami Edison Middle	6821	Rockway
6171	Filer, Henry H.	6521	Miami Springs	6841	Shenandoah
6191	Fisher, Ida M.	6541	Nautilus	6881	South Miami
6211	Glades	6571	Norland	6911	Washington, B. T.
6231	Hialeah	6591	North Dade	6961	West Miami
6251	Homestead	6631	North Miami	6981	Westview
6281	Jefferson, Thomas	6681	Palm Springs		

Senior High Schools

7071	Coral Gables	7301	Miami Edison	7511	Miami Springs
7111	Hialeah	7341	Miami Jackson	7541	North Miami Beach
7131	Hialeah-Miami Lakes	7361	Miami Killian	7591	North Miami
7201	Miami Beach	7381	Miami Norland	7701	South Dade
7231	Miami Carol City	7411	Miami Northwestern	7721	South Miami
7251	Miami Central	7431	Miami Palmetto	7741	Southwest Miami
7271	Miami Coral Park	7461	Miami Senior		

Special School Centers

9486	C.O.P.E. School	2861	Southwest Clinical School	7631	Silver Oaks

OCCUPATIONAL COURSE DESCRIPTIONS

The purpose of this survey is to discover student interest in wage-earning programs which are described below. Read the descriptions. Your teacher will explain these and answer any questions you may have. It is important to understand these occupational areas and the cooperative method described in paragraph 6 before you start to answer the questions.

1. Child Care, Guidance and Services

This course is designed to prepare you for a job as an aide in the care, guidance and instruction of children in a group--such as in child care centers, nursery schools and kindergartens. You study the growth and development of young children, the basic needs of children in a group and how to meet these needs. A laboratory experience of working with children in a group at your school or in the neighborhood is part of this course. Examples of jobs in this area are, nursery school attendant or aide, kindergarten worker, recreation assistant, family day care aide (infant to pre-school age; 1-5 children taken care of within your own home), infant care assistant in home, child care worker for handicapped children.

2. Clothing Management, Production and Services

You will have the opportunity to develop the skills that are necessary for beginning employment in many different kinds of jobs in clothing services. This includes areas like professional dressmaking, specialty sewing, alterations, fashion design, knowledge of products for merchandizing, operating and caring for sewing equipment, pressing techniques, and exploring design as it relates to clothing selection and construction, fitting and altering. Examples of jobs are, dressmaker, factory dressmaker, pattern maker, seamstress, model, fashion coordinator, hand or machine presser and alterationist.

3. Food Management, Production and Services

You will have the opportunity to learn about job opportunities and develop the skills needed for employment in many kinds of jobs in this area. You will use methods of the food service industry to plan, prepare and serve foods. Examples of jobs in this area are cook, assistant cook, short order cook, host or hostess, waiter or waitress, baker, food service supervisor, pastry cook, soda fountain worker, cafeteria worker, bus boy or girl, dishwasher, purchasing agent, hospital dietetic aide, home caterer, cleaning person and household management worker.

4. Home Furnishings, Equipment and Services

This course will give you information which will prepare you to work in the home furnishings industry. It includes textiles, the products used in home furnishings and the design of home furnishings, equipment and products used. Methods used in the basic construction of draperies, bedspreads, pillows and slipcovers are also included. Examples of jobs in this area are, drapery maker, furniture refinishing aide, flower arranger, appliance or equipment demonstrator and decorator aide.

5. Institutional and Home Management and Supportive Services

Areas in this course will give you information and the opportunity to gain skills and attitudes needed for jobs in the management of homes and institutions. This will include handling emergencies, taking care of older and disabled people and children, using and taking care of household equipment, planning, buying, storing, preparing and serving food, and doing laundry and cleaning tasks. Examples of jobs in this area are, hotel or motel maid, apartment house manager, host or hostess, housekeeper, assistant housekeeper, nursing home employee and companion aide to older or disabled people.

6. The following information is to be used for questions 4 and 5 on the Questionnaire. All courses described on previous page also can be taught by the cooperative method:

A cooperative course combines classes at school with a part-time job which gives you training and experience. You receive one unit of high school credit for this on-the-job training and also an hourly wage. In some cases, such as when Child Care Aides are placed in public school kindergartens, students receive credit and training without an hourly wage. At school, you take two regular classes and two Home and Family Education classes in which you study becoming a successful employee and information about your own job. You receive four units of credit for these classes at school. The teacher-coordinator locates appropriate jobs. Students provide their own transportation to and from work. Occupational courses taught by the cooperative method may be taken by eleventh and twelfth grade students.

1. Which wage earning area is most interesting to you?

- A. Child Care, Guidance & Services
- B. Clothing Management, Production & Services
- C. Food Management, Production & Services
- D. Home Furnishings, Equipment & Services
- E. Institutional & Home Management & Supportive Services

2. After high school, would you go into a job in the area checked above?

- A. Yes, I would be interested.
- B. No, I would not be interested.
- C. I am unable to decide.

3. If a course were offered to train you for a job in the area checked in Question 1, would you be interested in taking it?

- A. Yes, I would be interested.
- B. No, I would not be interested.
- C. I am unable to decide.

4. If a cooperative course were offered to train you for a job in the area checked in Question 1, would you be interested in taking it?

- A. Yes, I would be interested.
- B. No, I would not be interested.
- C. I am unable to decide.

5. In Question 4, if you checked A, skip this question. If you checked B or C, check the reason you are not interested:

- A. Do not wish to work in any area described in Question 1.
- B. Do not wish to work part-time while in high school.
- C. Am unable to work in a cooperative program unless I am sure to receive pay.
- D. Providing my own transportation would be a serious problem for me.
- E. It is too far in the future to know.
- F. Other (none of above apply).

STUDENT'S NAME
PLEASE PRINT

NUMBER OF HOME & FAMILY EDUCATION COURSES. INCLUDE THE COURSE YOU ARE NOW TAKING.

0 1 2 3 4

1. USE #2 PENCIL ONLY.
2. BLACKEN BOX COMPLETELY.
3. ERASE COMPLETELY WHEN MAKING CHANGES OR CORRECTIONS.

SEX

M
F

SCHOOL NO.

0 1 2 3 4 5 6 7 8 9

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
1410 Northeast Second Avenue
Miami, Florida 33132
Phone 305/350-3174

DR. E. L. WHIGHAM
Superintendent

JOHN F. STANDRIDGE
District Superintendent

July 20, 1972

Name of Employer's Business
Street Address
City, Florida Zip Code

Dear Sir:

The State of Florida Department of Education recently approved a project that will enable the Dade County Schools to determine future directions for high school Vocational Home Economics wage-earning programs.

We earnestly solicit your help. The enclosed survey questionnaire will assist us in making an analysis of the business community in regard to employment opportunities, job conditions and desired entry level skills in the occupational areas of the Home Economics program. Before you respond to the questionnaire, please look over the page entitled, High School Programs. These are descriptions of our courses and a list of some of the jobs for which our students are prepared. Then, please fill out the questionnaire and return it by August 15, 1972. A stamped, self-addressed envelope is enclosed.

At the completion of this project, a report based on the findings of this survey, a student interest survey, and other pertinent data will be prepared and utilized by the Division of Vocational, Technical and Adult Education. If you are interested in receiving a copy of this report, please indicate this under item 18. Comments on your questionnaire. If you have any questions regarding this survey, please call our office at 350-3615.

Our goal is to prepare students to meet your employee needs more effectively. Your assistance and cooperation will be greatly appreciated.

Sincerely,

Martha Lee La Croix

Martha Lee La Croix, Consultant
K-12 Home and Family Education

MLLC:nc

Enclosure

HIGH SCHOOL PROGRAMS

CHILD CARE, GUIDANCE AND SERVICES - This course is designed to prepare students for employment as aides in the care, guidance, and instruction of young children and their management in groups. The study includes identifying opportunities for employment; the fundamentals of child development including ways of meeting the physical, mental, emotional and social needs of the individual child within a group situation; and planning, preparing and maintaining an environment conducive to growth. Students receive supervised work experiences in a school laboratory or in an appropriate community laboratory situation.

Examples of possible jobs are listed below:

Child Care, Guidance and Services

Nursery school attendant or aide
Kindergarten worker
Church school worker
Child day care center worker
Head Start assistant
Child care worker for handicapped children
Department store babysitter
Playroom attendant
Playroom worker
Recreation assistant
Handicrafts helper
Family day care aide (infant to pre-school; 1-5 in number within home)
Cottage parent helper
Post-natal care assistant in home
Infant care assistant in home
Homemaker's assistant
Babysitter
Salesclerk for children's wear
Salesclerk for toys
Toymaker
Amusement park worker
Sight-seeing guide for children

CLOTHING MANAGEMENT, PRODUCTION AND SERVICES - This course is designed to provide the student with the basic knowledge, skills and attitudes needed for entry level employment in a variety of clothing services. Students have the opportunity to identify the various types of employment available in clothing management, production and services; develop skills in such specific areas as professional dressmaking, specialty sewing, alterations, fashion design, product knowledge for merchandizing; the operation and care of domestic and commercial sewing equipment; pressing techniques as they relate to a variety of fabrics; routine care of clothing; special care problems in wardrobe maintenance; to explore design (line, shape, texture and color) as it is related to clothing selection and construction, fitting and altering. Management of human and material resources will be included in each course in proportion to objectives set for that course.

ADVANCED CLOTHING MANAGEMENT, PRODUCTION AND SERVICES - This course includes more advanced techniques in construction of clothing, visual design, consumer education, textile analysis, pressing and alterations. Through completion of selected projects, students develop advanced skills needed in the above-mentioned areas in order that participants may be prepared for employment in clothing related jobs. The student also learns of job opportunities related to textiles and clothing. As well as mastering skills, the student recognizes the professional ethics of a career and learns that continued success depends on the building of desirable attitudes and relationships with others.

Clothing Management, Production and Services

Dressmaker (specialty worker)
Custom dressmaker
Factory dressmaker
Dressmaker's assistant
Garment assembler
Draper
Fitter
Hand sewer
Costumer
Pattern maker
Alterationist
Alterations ripper
Cutter
Repair worker or helper
Costume repair worker
Seamstress
Buttonhole maker
Stitcher (embroidery)
Reweaver
Garment factory worker
Sewing machine operator
Garment examiner
Clothing inspector
Fashion coordinator
Demonstrator's helper
Model
Fashion commentator
Wardrobe mistress
Wardrobe assistant
Theater wardrobe helper
Dry cleaning attendant
Laundress
Launderette attendant
Hand presser
Machine presser

FOOD MANAGEMENT, PRODUCTION AND SERVICES - This course is designed to teach the student the basic skills and knowledge needed for employment in a variety of food service positions. Instruction is divided into five major categories - Foundations; Management; Nutrition, Meal Planning and Service; Equipment and Maintenance; and Quantity Food Preparation. Students will train in all areas of the laboratory. This will enable them to decide which area they prefer for specialization if they desire to continue their education in food services.

Food Management, Production and Services

- Host or hostess
- Receptionist
- Waiter or waitress
- Cook
- Aasistant cook
- Cook's helper
- Second cook
- Fry cook
- Grill cook
- Short order cook
- Broiler cook
- Kitchen helper
- Salad maker
- Sandwich maker
- Vegetable preparation worker
- Baker
- Baker's helper
- Bakery assistant
- Cake decorator
- Pastry cook
- Food service supervisor
- Food service worker
- Soda fountain worker
- Pantry worker
- Counter worker
- Cafeteria worker
- Bus boy or girl
- Cleaning person
- Pot and pan washer
- Dishwasher
- Dishroom worker
- Purchasing agent
- Stock worker
- Storeroom comptroller
- Dietary worker
- Hospital dietetic aide
- Special occasions caterer
- Home caterer
- Food demonstrator
- Home baker
- Family dinner specialist
- Household management worker

HOME FURNISHINGS, EQUIPMENT AND SERVICES - This course is designed to provide specific information to students who are preparing to work in the home furnishings industry. Specific information relative to textiles and other products used in home furnishings, the design of home furnishings and equipment, and sources of product information are studied. A basic understanding of textiles and design, techniques for construction of draperies, bedspreads, pillows and slipcovers are included. Reupholstery techniques may be included in this course or taught as a separate course.

Home Furnishings, Equipment and Services

- Reupholsterer
- Slipcover specialist
- Slipcover aide
- Drapery maker
- Drapery measureman and estimator
- Custom bedspread maker
- Pillow maker
- Sewing machine operator
- Furniture refinishing specialist
- Furniture refinishing aide
- Appliance or equipment demonstrator
- Lighting specialist assistant
- Flower arranger
- Florist's assistant
- Floor covering consultant
- Decorator aide
- Household accessories specialist
- Redecoration worker

INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES - This course is desinged to provide students with knowledge, skills and attitudes for jobs in the management of homes and institutions. Students have the opportunity to identify the various types of employment available in this area; to develop skills in handling household emergencies and those involving human relations; in providing adequate care for the elderly and disabled; in using and caring for household equipment; in caring for children; in planning, buying, storing, preparing and serving food; and in performing laundry and cleaning tasks.

Examples of possible jobs are listed below:

Institutional and Home Management and Supportive Services

- Housing project management aide
- Apartment house manager
- Housekeeper's aide for hotel or motel
- Hostess
- Receptionist
- Motel or hotel maid
- Housekeeper
- Assistant housekeeper
- Linen supply room attendant
- Companion aide to elderly
- Nursing home employee
- Companion to disabled
- Homemaker's assistant
- Visiting homemaker
- Home health aide

OCCUPATIONAL SURVEY

Name of firm _____ Date _____

Address _____ Phone _____

Your name _____ Title _____

Type of business _____

1. How many employees do you have? Full-time 8,251 Part-time 777

   Areas:

   a. Management: Full-time 790 Part-time 1
   b. Supervisory: Full-time 327 Part-time 6
   c. Sales: Full-time 142 Part-time 37
   d. Food Services: Full-time 4,834 Part-time 530
   e. Child Care Services: Full-time 118 Part-time 130
   f. Sewing Services: Full-time 760 Part-time 0
   g. Home Furnishings Services: Full-time 100 Part-time 2
   h. Home and Institutional Services: Full-time 346 Part-time 33
   i. Others: Secretarial, clerical Full-time 834 Part-time 68

2. Estimate the number of employees to be increased, decreased, and/or replaced in the next year.

   Areas: (Sales, Office, Nursing)

   a. General - Mgt., Supervisory Increase 472 Decrease 0 Replace 14
      Child Care 62 0 3
   b. Food Services Increase 568 Decrease 0 Replace 1165
      Home Furnishings Services 11 1 3
   c. Institutional & Home Services Increase 0 Decrease 0 Replace 33
      Sewing Services 131 2 26

3. Does your firm have pre-employment or in-service training? Yes 35 No 27

4. How many 1972 high school graduates do you presently employ? 197 (some could not estimate)

5. If none, have you ever employed recent high school graduates? Yes 25 No 24

6. Would you be interested in knowing more about a program designed to train high school students for your type of business? Yes 44 No 11

7. Would you consider hiring a high school graduate who had successfully completed a high school training program for your type of business?

   54 Yes 10 No

8. If yes, from which general Home Economics wage earning area(s)? Please refer to enclosed descriptions.

   10 Child Care, Guidance and Services
   20 Clothing Management, Production and Services
   19 Food Management, Production & Services
   2 Home Furnishings, Equipment & Services
   10 Institutional and Home Management and Supportive Services

9. What beginning hourly wage would you be willing to pay a high school graduate who had successfully completed a high school training program for your type of business? Please specify amount: Min. wage (22); others from $1.00/hr. plus tips to $2.50/hr.

10. If yes in Question 7, describe the entry-level skills you would desire in a student:

    a. Various, depending on the wage-
    b. earning area that was checked.
    c. Several respondents wrote in
    d. work habits and/or attitudes rather
    e. than actual related entry-level
    f. skills.

11. If no in Question 7, please check reason(s):

____	Unfavorable previous experience with high school students	6	Inadequate job skills
5	Lack of maturity	2	Other (Please specify)
____	Work permit sometimes required		Transportation and liquor laws

12. Would you consider hiring a high school student who is enrolled in a high school cooperative training program for your type of business? 25 Yes 19 No

13. What beginning hourly wage would you be willing to pay a high school student who is enrolled in a high school cooperative training program?
Please specify amount: Minimum wage

14. During what time of day, and for how many hours per day would you consider hiring a high school student who is enrolled in a high school training program?

8	AM	2	Saturday AM	0	1 hr. per day
7	PM	2	Saturday PM	1	2 hrs. per day
13	No preference	9	Saturday all day	4	3 hrs. per day
		6	Undecided	17	Undecided

15. Under what conditions can your employees who start with entry-level skills receive wage increases? (Please check)

32	Higher achievement in performance and/or production (at same job)
21	Additional skills, competencies, and/or responsibilities (at same job)
18	Additional skills, competencies, and/or responsibilities (different job)
30	Periodic automatic increase(s) for satisfactory work
____	Other (Please specify): piece work (garment factory sewing machine operators)

16. How does your firm choose supervisory and managerial personnel? (Please check)

47	Consider present employees displaying special skills and talents
7	Consider mostly prospects from outside sources
____	Other (Please specify): _____

17. What personal deficiency is responsible for the failure of the greatest number of employees? (Please check)

22	Lack of responsibility	23	Tardiness and absenteeism
31	Lack of interest, industry and enthusiasm	11	Lack of thoroughness
		5	Lack of loyalty
20	Lack of initiative	8	Dishonesty
____	Lack of ability to get along with others - adaptability	7	Uncooperativeness
		____	Other (Please specify): immaturity
17	Inadequate job skills		

18. Comments: _____